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CSD 445.01: Social Communication Skills, Behavior, and Neurodiversity

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CSD 445/SLP 545: Social Communication Skills, Behavior, and Neurodiversity

Spring 2023 | 3/2 credits | Face-to-Face & Online | CRN 34289/34126/34127

Prerequisites: Junior/Senior standing for CSD 445/Graduate standing for 545

Contact Information

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Welcome from the Instructor:

Welcome to CSD 445/545! This course not only explores autism spectrum disorders (ASD) through the lifespan, it teaches the evidence based practices that support children and adults with ASD in education, employment, and life settings. The class is designed to be practical with an emphasis on building products to support your students and providing an experience that

will fill your toolbox. This course will also address some common complex disorders for future interventionists.

My goal for you is to feel confident in working with people with disabilities. I believe that every child/adult has a program, and it is our job to figure it out. With 27 evidence-based practices for autism, and a full tool kit, my hope is that you will be able to develop individualized programs for your clients and meet their needs.

Sincerely,

Jennifer Schoffer Closson, Ed D, CCC-SLP
she/her/hers

Course Catalogue Description

CSD 445: Social Communication Skills, Behavior, and Neurodiversity

Offered intermittently, co-convening with SLP 545 Prereq. junior or senior standing. This course explores and integrates social aspects of communication (e.g., inclusion, behavior, and social skills/competence), communication accommodations, adaptations, and strategies for functional communication and independent living skills. Topics include understanding foundational information on autism, assessment, and treatment using evidence-based practices for autism spectrum disorder and related diagnoses.

This course cannot be repeated for credit.

SLP 545: Social Communication Skills, Behavior, and Neurodiversity

Offered intermittently, co-convening with CSD 445 Prereq. graduate standing. This course explores and integrates social aspects of communication (e.g., inclusion, behavior, and social skills/competence), communication accommodations, adaptations, and strategies for functional communication and independent living skills. Topics include understanding foundational information on autism, assessment, and treatment using evidence-based practices for autism spectrum disorder and related diagnoses.

Level: Graduate

This course cannot be repeated for credit.

Required Textbook

None. We will be using open-source materials.

Course Format

This course a blended course designed to build intervention skills specific to autism and related disorders and working with teams including family and the schools. This course will result in meeting many of the knowledge and skill ASHA standards (for speech-language pathology students). Topics focus on autism through the lifespan and other unique communication needs.

Co-convening Courses

Courses that co-convene provide the same fundamental information for both undergraduates and graduates. Each group is provided modified learning objectives, assessments, and opportunities to engage at a level commensurate with their educational experience. Expectations are adjusted accordingly per student learning level and discipline. Graduate students will participate in three additional assignments and SLHOS students will need to obtain a grade of 80% or higher.

Learning Outcomes:

1. Students will demonstrate understanding of autism spectrum disorder.
2. Students will demonstrate the ability to write a present level of performance and related goals that are appropriate and measurable.
3. Students will differentiate between various evidence-based practices and compare how they can be implemented.
4. Students will summarize assessment procedures including functional behavioral assessment.
5. Students will identify aspects of family relationships, multicultural considerations, and counseling relevant to ASD and related disorders.
6. Students will demonstrate an understanding of how to teach communication skills, including social competence.
7. Students will develop and implement various evidence-based interventions as proactive/preventative approaches and as responses to current specialized needs.
8. Students will identify the value and skills of collaboration and consultation with other professionals, including academic support.
9. Students will demonstrate knowledge of the secondary transition process and how transition planning is a unique and individualized process.
10. Students will demonstrate their understanding of autism as a culture.

Knowledge and Skills ASHA Standards

American Speech, Language, and Hearing Association (ASHA) [2020 Standards](#) – The Council on Academic Accreditation for Speech-Language Pathology details the accreditation standards for graduate programs. This document is used to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. Due to the importance of the Knowledge and Skill Standards in tracking and documenting the student's achievement related to these knowledge areas and

clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome.

ASHA Standards:

Standard IV-B:

- The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C:

- The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
 - Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
 - Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
 - Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

Standard IV-D:

- For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E, IV-F, IV-G, IV-H:

- The applicant must have demonstrated knowledge of standards of ethical conduct.
- The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- The applicant must have demonstrated knowledge of contemporary professional issues.
- The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V-B:

- The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
 - Evaluation
 - Conduct screening and prevention procedures, including prevention activities.
 - Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.

- Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - Adapt evaluation procedures to meet the needs of individuals receiving services.
 - Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - Complete administrative and reporting functions necessary to support evaluation.
 - Refer clients/patients for appropriate services.
- Intervention
 - Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - Implement intervention plans that involve clients/patients and relevant others in the intervention process.
 - Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - Measure and evaluate clients'/patients' performance and progress.
 - Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - Complete administrative and reporting functions necessary to support intervention.
 - Identify and refer clients/patients for services, as appropriate.
- Interaction and Personal Qualities
 - Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
 - Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
 - Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - Adhere to the ASHA Code of Ethics, and behave professionally.

ASHA Standards and Remediation (SLHOS Graduate Students Only)

In this course each SLHOS student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that in order to be competent and prepared for a clinical fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in this course, if students continue to fail to achieve a competency level in an associated knowledge and skill area, then a formal remediation plan will be developed and implement. See formal remediation policy at the [department website](#).

Course Guidelines and Policies

Students are expected to attend to all learning and are responsible for any content that is missed because of absence. If you are unable to attend, please email your instructors ahead of time requesting to be excused. Students are expected to participate during all class meetings and complete all assignments on time. If you are in a dense practicum, please email your instructor to make alternate deadline arrangements. I am happy to be flexible and quite understanding of your circumstances.

Proctor Application

Not applicable

Absences

Students must notify the instructor of serious circumstances that result in a missed deadline or scheduled events. Should an unforeseen event such as hospitalization or family emergency result in missing an assignment or exam, students must consult with the instructor regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances.

Late assignments

Work submitted late will result in the reduction of 2 points *per day* the assignment is late unless otherwise discussed with the instructor. Students must email with the instructor prior to the due date to arrange for extensions. Extensions are not automatically granted; they must be arranged prior to the assignment deadline. Communication is key.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism

Plagiarism is further defined in the [University of Montana’s Student Conduct Code](#) as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Grades

Participation

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to follow this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others. You are expected to complete all reading assignments, written work, group assignments, and examinations, independently.

Grading Criteria

Online forums may be used during this course. Participation will be graded using the following rubric:

Traditional Forums:

Initial Posts (watch for deadlines)

| | |
|----------|---|
| 0 points | Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all. |
| 1 point | Participation that reflects a basic understanding, but doesn't encourage reflection, thought, or further discussion. |
| 2 points | Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion. |
| 3 points | First post only. Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion. One outside resource is required for full points |

Follow-up Posts

| | |
|----------|---|
| 0 points | Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all. |
| 1 point | Participation that reflects a basic understanding, but doesn't encourage reflection, thought, or further discussion. |
| 2 points | Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion. |

Question and answer forums:

Question and answer forums will be used to demonstrate understanding of materials throughout this course. Participation will be graded using the following rubric (unless otherwise specified during the course):

| | |
|----------|------------------------------------|
| 0 points | No response or incorrect response. |
| 1 point | Partially correct response. |
| 2 points | Correct response. |

Graduate Student Assignments

Graduate students will participate in three additional assignments to demonstrate advanced comprehension and application of the material.

1. Assessment Case Study

Students will be given a case study of a student with social and behavioural delays. They will develop a plan for assessment of this hypothetical client.

2. Evidence-Based Practice Case Study

Students will be given a case study of a student with social and behavioural delays. They will develop an intervention plan based on current EBP for this hypothetical client.

3. Public School Methods Case Study

Students will be given a case study of a student with communication, social, and behavioural delays. They will develop parts of an IEP including goals, classroom modifications, and other areas of significance.

Exams:

There will be no exams for this class. All assignments marked “competency” must be completed at 80% or higher to pass the course for SLP Master’s students. All students will have the opportunity to redo assignments once. Grades will be averaged between the initial grade and your second grade for your outcome, however, for competencies, you must redo the assignment until 80% is earned.

Grade Breakdown:

Unit 1 33% Unit 2 33% Unit 3 33% Semester start end tasks 1% = 100%

Grading

The grading scale is as follows:

- A 93% or higher
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 59% or lower

Grades of C+ and Dismissal (SLHOS Graduate Students Only)

Any SLHOS graduate student that earns two grades of C+ or lower will be dismissed from the graduate program. If a student earns a C+ or lower in a class then a Student Remediation Committee will convene

to determine the remediation for the student. (See Remediation section for details and processes.) Any student that earns one grade of C+ or lower in a graduate class must retake the class or take an independent study to demonstrate competencies associated ASHA standards or knowledge and skills. Retaking a course will not result in the replacement of the C+ or lower grade. If a C+ or lower is earned in this subsequent class, the student will be dismissed from the graduate program.

Support Services

Student Resources

[The Writing Center](#) is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. For more information email growl@mso.umt.edu or call (406) 243-2266.

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development. The UM Diversity Center has a [comprehensive list of resources](#) on its webpage.

Students with Disabilities

Students with disabilities are encouraged to plan ahead and can contact [Office of Disability Equity](#) (ODE). For additional information please visit their office at the Lommasson Center room 154 or call (406) 243-2243 (Voice/Text).

Foreign Exchange Students and Scholars

[The office of Foreign Student and Scholar Services](#) (FSSS) is available for general counselling and provides direct support services, consultation, and liaison. Staff members at FSSS are available to help with academic advising, cultural adjustment, financial problems, and other issues. The FSSS office is in the Lommasson Center, Room 219. For more information, contact fsss@umontana.edu.

Place of Course in Program

Purpose

The purpose of this course is to provide students with develop the understanding of the specialized intervention required for working with people with autism as well as other disorders in addition to imparting knowledge and skills consistent with ASHA standards. Social skills and behavioral intervention will be the focus of this course while respecting team and family contributions and responsibilities through the lifespan.

Standard IV-C: Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities

Conceptual Framework for Learning Community and Diversity

This course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. These concepts are illustrated through the following activities: a) learning clinical/technical writing that provides applications across communication disorders, b) participating in face-to-face discussions and online forums where students will interact with each other to apply course concepts, c) writing assignments using a culturally unbiased manner and participating in course content related to services with individuals from diverse backgrounds.

Mission of Communicative Sciences and Disorders Program

The mission of the School of Speech Language Hearing and Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

Calendar

Please see the following table for an overview of course topics. (*Subject to change*)

Please note that the **homework deadline is Tuesdays at 12:30. Deadlines will be posted in Moodle.**

Office Hours by Zoom: **Please email to make arrangements**, Meeting ID 4062435261

| Date | Note | Topics & Readings | CSD 445 | SLP 545 2 credit | SLP 545 3 credit |
|-----------|------|--|---------|------------------|------------------|
| 1/17/2023 | | Syllabus Review, what is ND, History, Causes <ul style="list-style-type: none"> - What it Means to be Neurodiversity Affirming – Amy Yacoub, 2022 - The Forgotten History of Autism – Steve Silberman, 2015 - Autism – What we Know (and what we don't know yet) – Wendy Chung, 2014 | | | |
| 1/19/2023 | | Brain Differences in ASD <ul style="list-style-type: none"> - Autism Spectrum Disorders: From Theory to Practice, pgs 8-11 – L. Hall, 2018 | | | |
| 1/24/2023 | | Screening, prevention, DX <ul style="list-style-type: none"> - Medical Diagnosis vs Educational Eligibility for Special Services – the Children's Hospital of Philadelphia Center for Autism Research | 33% | 50% | 33% |

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|-----------|---------|--|--|-----|-----|
| | | <ul style="list-style-type: none"> - Diagnosing Autism/Autism Spectrum Disorders – Yates & Couteur, 2016 | | | |
| 1/26/2023 | Shareen | In Class Assignment - letter to parents | | | |
| 1/30/2023 | | Observations & Data Collection <ul style="list-style-type: none"> - Fundamentals of Behavioral Research, Ch 6, Lammers & Badia, 2004 | | | |
| 2/2/2023 | | Interviewing <ul style="list-style-type: none"> - Assessment of Communication Disorders in Adults, Pgs 8-11, Hegde & Freed, 2017 | | | |
| 2/7/2023 | | Co-existing Conditions <ul style="list-style-type: none"> - SensoryHealth.org Understanding Sensory Processing Disorder - Autism.org.UK Sensory Differences, 2020 - Health.Harvard.edu Misophonia: When sounds really do make you "crazy", Cartreine, 2019 - Autism.org.UK Pathological Demand Avoidance, 2020 - SpectrumNews.org For people with alexithymia, emotions are a mystery, Young, 2019 | | | |
| 2/9/2023 | | Special Issues in ASD <ul style="list-style-type: none"> - lidc.Indiana.edu DSM-V Diagnostic Criteria for Social (Pragmatic) Communication Disorder, 2013 - AutismSpeaks.org Social Communication Disorder: Information & Treatments, Paul & Murray, 2015 - Parties, Dorms, & Social Norms, Sexuality Pgs 77-97, Meeks & Loyal Masterson, 2016 - Navigating College, pg 96, Autism Self Advocacy Network, 2013 - College Students' Openness Toward Autism Spectrum Disorders: Improving Peer Acceptance, Nevill & White, 2011 - Diagnosing autism spectrum disorders in elderly people, Maarten et. al, 2011 | | | |
| 2/14/2023 | | Special Issues in ASD - Girls with ASD <ul style="list-style-type: none"> - SpectrumNews.org Autism in girls: Jumping hurdles on the path to diagnosis, Lockwood-Estrin, 2021 | | | |
| 2/16/2023 | Peers | Working with Families <ul style="list-style-type: none"> - Hanen.org Supporting Parents of Children with Autism Spectrum Disorder, McGill, 2017 | | | |
| | | Graduate Increment Assignment | | | |
| 2/21/2023 | | EBPs for ASD | | 50% | 33% |

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|-----------|----------|--|--|--|
| | | <ul style="list-style-type: none"> - Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review, Hume et. al, 2021 - Discrete Trial Training - Picture Exchange Communication System - Functional Communication Training | | |
| 2/23/2023 | Billings | <p>EBPs for ASD</p> <ul style="list-style-type: none"> - Technology Aided Instruction & Intervention - - The Center for AAC& Autism Why AAC, 2017 - Naturalist Interventions - - AutismSpeaks.org Early Start Denver Model - Parent Implemented Interventions - Pivotal Response Training | | |
| 2/27/2023 | | <p>EBPs for ASD</p> <ul style="list-style-type: none"> - Functional Behavior Assessment - Antecedent Intervention - Reinforcement - - Positive Interaction Procedures: Differential Reinforcement - Extinction | | |
| 3/2/2023 | | <p>EBPs for ASD</p> <ul style="list-style-type: none"> - Response Interruption Redirection - Cognitive Behavioral Therapy - Task Analysis - - Applied Behavior Analysis: Operationalize Target Behaviors, pgs 93-95, Hall 2018 | | |
| 3/7/2023 | | <p>EBPs for ASD</p> <ul style="list-style-type: none"> - Prompting and Time Delay - - Applied Behavior Analysis: Motivating Operations, pgs 81-82, Hall 2018 - Visual Supports - - Tips and Ideas for Making Visuals, pgs 1-9, University of South Florida, Lentini & Fox - Modeling - - TXautism.net TSLA: Modeling | | |
| 3/9/2023 | | <p>EBPs for ASD</p> <ul style="list-style-type: none"> - Video Modeling - Self Management - Exercise - - Exercise as an EBP for individuals with ASD, Kentucky Autism Training Center, Antle - Scripting | | |
| 3/14/2023 | | <p>EBPs for ASD</p> <ul style="list-style-type: none"> - Social Narratives - Peer Mediated Support and Intervention - - Peer Mediated Support Interventions, pgs 226-229, Prelock & McCauley, 2012 | | |

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|-----------|--------|--|-----|-----|
| | | <ul style="list-style-type: none"> - Social Skills Training - TXautism.net TSLA: Social Skills Training - Structured Play Groups - TXautism.net TSLA: Peer-Based Instruction and Intervention | | |
| 3/16/2023 | | EBPs for ASD - In class activity day | | |
| 3/21/2023 | Sprbrk | | | |
| 3/23/2023 | Sprbrk | | | |
| 3/28/2023 | | EBPs for ASD - Development Executive Function Skills and Deficits Assessment | | |
| 3/30/2023 | | EBPs for ASD - Development Executive Function Skills and Deficits Intervention | | |
| | | Graduate Increment Assignment | | |
| 4/4/2023 | | Trauma Informed Care - The Role of Speech-Language Pathologists in Trauma-Informed Practices: Feelings, Attitudes, and Reported Behaviors of Colorado School Speech-Language Pathologists, Haritopoulos, 2022 | | |
| 4/6/2023 | | History of Special Education - 1040s-present - | | |
| 4/11/2023 | | Special Issues in Education - B-3 services - Vocational Rehab - RTI | | |
| 4/13/2023 | | IEPs, ERs, B-5, Secondary Transition - Procedural Safeguards Notice, MT OPI - Montana Parent's Handbook to Special Education - A Handbook to the Education Rights of Students with Disabilities in MT - Montana Special Education Guidance - Speech-Language Pathology Service Guidelines | | |
| 4/18/2023 | | IEPs, ERs, B-5, Secondary Transition - Procedural Safeguards Notice, MT OPI - Montana Parent's Handbook to Special Education - A Handbook to the Education Rights of Students with Disabilities in MT - Montana Special Education Guidance Speech-Language Pathology Service Guidelines | 33% | 33% |

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|-----------|--------|---|--|--|--|
| 4/20/2023 | | IEPs, ERs, B-5, Secondary Transition <ul style="list-style-type: none"> - Procedural Safeguards Notice, MT OPI - Montana Parent’s Handbook to Special Education - A Handbook to the Education Rights of Students with Disabilities in MT - Montana Special Education Guidance Speech-Language Pathology Service Guidelines | | | |
| 4/25/2023 | D Doty | OPI Guest Lecture AIM <ul style="list-style-type: none"> - AIM Special Education Guides | | | |
| 4/27/2023 | D Doty | OPI Guest Lecture AIM <ul style="list-style-type: none"> - AIM Special Education Guides | | | |
| 5/2/2023 | | IEPs, ERs, B-5, Secondary Transition <ul style="list-style-type: none"> - Procedural Safeguards Notice, MT OPI - Montana Parent’s Handbook to Special Education - A Handbook to the Education Rights of Students with Disabilities in MT Montana Special Education Guidance Speech-Language Pathology Service Guidelines | | | |
| 5/4/2023 | | IEPs, ERs, B-5, Secondary Transition <ul style="list-style-type: none"> - Procedural Safeguards Notice, MT OPI - Montana Parent’s Handbook to Special Education - A Handbook to the Education Rights of Students with Disabilities in MT Montana Special Education Guidance Speech-Language Pathology Service Guidelines | | | |
| | | Graduate Increment Assignment | | | |
| 5/10/2023 | Final | 8:00 am - 10:00 am | | | |